Sk!lls
NOVA SCOTIA

Nova Scotia Symposium on Career Development

Monday, September 22, 2003

8:30am-4:30pm

Halifax, Nova Scotia
Lord Nelson Hotel

Document prepared by
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NOVA SCOTIA SYMPOSIUM ON CAREER DEVELOPMENT

AGENDA

September 22, 2003
8:30 a.m. – 4:30 p.m.
Lord Nelson Hotel, Halifax, Nova Scotia

8:45 Welcome and Introductions: Laurie Edwards, Director, Learner and Workforce Services, Nova Scotia Community College

8:50 Canada/Nova Scotia Skills and Learning Framework: Jeane King, Regional Director, Employment Programs and Services, Human Resources Development Canada

8:55 Skills Nova Scotia: Stuart Gourley, Senior Executive Director, Skills and Learning Branch, Nova Scotia Department of Education

9:00 Government of Nova Scotia/Education Priority: Dennis Cochrane, Deputy Minister, Nova Scotia Department of Education

9:15 Highlights from the Consultation: Sandra McKenzie, Director, Labour Market Partnerships Division, Nova Scotia Department of Education

9:20 Overview for the day's symposium – Blye Frank, Facilitator

9:50 **Session One:**
1) What is your understanding of career development?
2) What contributions does your organization make toward career development?
3) What is your vision of a coordinated career development continuum?

12:00 Buffet Luncheon – Networking

1:00 **Session Two:**
4) How do you see the linkages working across the continuum?
5) How can you or your organization make this happen?
6) What are the three messages that you want to send to other organizations involved in career development?

2:30 Plenary Session

4:00 Next Steps: Stuart Gourley

4:30 Adjournment

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The Nova Scotia Symposium on Career Development Steering Committee

The symposium was organized by a Steering Committee comprised of the following members:

Sandra McKenzie	Department of Education (Co-chair)
Laurie Edwards	Nova Scotia Community College (Co-chair)
Mary Kenny	Association of Industry Sector Councils/ Atlantic Home Building and Human Resource Sector Council
Shannon Kelly	Department of Education
Cathy Casey	Job Junction
Teresa Francis	Prior Learning Assessment Centre
Ian James	Human Resources Development Canada
Joe Brown	Department of Education
Bobbi Boudreau	Department of Education
Nathalie Blanchet	Department of Education
Dawn Steele	Department of Education
Clarence de Schiffart	Nova Scotia Community College/ Nova Scotia Career Development Association
Peggy Dutton	Nova Scotia Community College
Peter Smith	Department of Education
Ann Leahy	Department of Community Services
Sandy Spencer	Department of Community Services
Mary-Ann Fisher	Nova Scotia Community College/ Nova Scotia Work Info Net
Carole Lee Reinhardt	Nova Scotia Economic Development

Event organization was coordinated by Heather Gibson and Karen Hatcher of KHG Management Inc.

The Symposium was facilitated by Blye Frank, Ph.D. with the assistance of Anna MacLeod, Ph.D. (candidate).

The Nova Scotia Symposium on Career Development was funded by the Government of Canada, sponsored by the Department of Education. The Symposium was hosted by Career and Transition Services, Nova Scotia Community College in conjunction with the Nova Scotia Symposium on Career Development Steering Committee.

Stakeholder Group Facilitators and Recorders

Facilitators

Joe Brown	Department of Education
Roger Peters	Department of Education
Jeannine Jessome	Department of Education
Nathalie Blanchett	Department of Education
Alan Cuvulier	Department of Community Services
Delvina Bernard	Department of Education
Sylvia Parris	Department of Education
Sandy Spencer	Department of Community Services
Peter Smith	Department of Education
Bobbi Boudreau	Department of Education

Recorders

Susan Crandall	Department of Education
Janet Steele	Human Resources Development Canada
Raymond LeFort	Department of Education
Debbie Linden	Department of Education
Joyce Pugh	Department of Education
Barb Moreton	Department of Education
Carol Dayment	Department of Education
Wayn Hamilton	Department of Education
Dawn Steele	Department of Education
Donald Squarey	Department of Community Services
Wendy Keen	Department of Community Services

Introduction

The labour market and workplace are continually evolving. In order to keep pace and respond to these changes, workers must continually develop and upgrade their knowledge, skills, attitudes and behaviors. Central to this process is the provision of, and the ability to access, career development and employment counseling for the diverse range of Nova Scotians.

Career development programs are currently available through a number of avenues including the public schools, universities, Nova Scotia Community College, the Department of Community Services, Career Resource Centres, and Human Resources and Development Canada. However, the scope of the work being done varies from one locale to another and many Nova Scotians do not have easy access to available information and services. It has become increasingly clear that a coordinated and easily accessible career development continuum must be developed. In order to respond to this, a Steering Committee was established and comprised of representatives from government, post-secondary, industry, labour and the career practitioner field. The mandate of this committee was to plan the first ever Nova Scotia Symposium on Career Development.

The Nova Scotia Symposium on Career Development

The Nova Scotia Symposium on Career Development, an initiative led by the Department of Education and the Province of Nova Scotia, involved 160 delegates from federal and provincial governments, public and post-secondary education, business and labour, career development practitioners, and consumers. The Symposium was an initial step in the process of developing a coordinated career development continuum for Nova Scotians.

The goals of the symposium were to:

1. Inform the creation of a coordinated continuum of career development programs and services that will support good career choices by students, workers and the unemployed to maximize their labour market participation, productivity and contributions.
2. Prepare Nova Scotia's position and a provincial team to participate in the National Symposium on Career Development, Lifelong Learning and Workforce Development and the Canada-OECD Career Development Symposium.

The symposium objectives were to:

1. Define the scope of career development in Nova Scotia
2. Discuss the strengths and challenges of career development in Nova Scotia
3. Identify possible ways of coordinating career development programs and services to ensure better services for Nova Scotians
4. Work together to build a continuum of career development in Nova Scotia

Symposium attendees (See Appendix II) were divided into strategically structured groups:

Sector	Number of Groups
Business and Labour	Three
Practitioners	Three
Post-Secondary Education	Two
Public Schools	Two

In an attempt to meet the goals and objectives of the symposium, participants took part in small group facilitated discussions, addressing the following six questions.

1. What is your understanding of career development?
2. What contributions does your organization make toward career development?
3. Describe your vision of a coordinated career development continuum.
4. How do you see the linkages working across the continuum?
5. How can you or your organization make this happen?
6. What are the three key messages that you want to send to other organizations involved in career development?

Each group was assigned a facilitator to moderate the discussion and a recorder to document the dialogue. Information gained through the discussions was recorded on a template which was returned to the symposium facilitator, Dr. Frank, who worked with his research assistant, Anna MacLeod, to compile data to be presented during the Plenary Session.

During the Plenary Session, the small group facilitators presented their groups' responses including their response to question six: What are the three messages that you want to send to other organizations involved in career development? Following the ten presentations, Dr. Frank summarized the information. Stuart Gourley then discussed the next steps for this initiative. The Symposium was adjourned at 4:30pm.

Themes

The discussions of the six questions led to the following common themes being identified for future exploration regarding career development in Nova Scotia. (For more detailed information on the discussions please see Appendix I).

1. What is your understanding of career development?

While there were different conceptions of career development discussed, a common view expressed by many of the participants was that career development is the development of a set of skills, attitudes, and behaviours throughout the lifespan. These attributes are attained through education and lifelong learning and impacted by the accessibility to information and resources. Career development requires considerable support from stakeholders and should not be carried out in isolation from business/labour and educational institutions.

2. What contributions does your organization make toward career development?

The contributions of organizations were divided into three broad areas:

1. Linking the work of the school system with potential employers by: hosting career days and weeks, encouraging job shadowing, offering entrepreneurship and co-op courses, and working in the area of portfolio development.
2. Offering services and resources including: promotional materials, presentations, marketing, referrals, assessments, job-search skills development, upgrading, counseling, Prior Learning Assessment and Recognition (PLAR), funding to support individuals and partners, referrals, and professional development.
3. Providing support to students, existing employees in their career paths, older workers, students with different needs, abilities, etc.

3. Describe your vision of a coordinated career development continuum

The following points represent a summary of the elements of a vision identified by the Symposium participants.

- A coordinated career development continuum, according to many symposium participants, should begin in the education system and continue throughout the lifespan.

- Ideally, a career development continuum takes into account the diversity of students. It begins fairly early in the education of students, possibly at the junior high level and involves parents/guardians (i.e., during Family Literacy Day).

- Comprehensive guidance, Prior Learning Assessment and Recognition (PLAR), and the opportunity for skills development should also be readily available.

- Information and resources should be accessible. This could be done through an ombudsperson, advertising to the general public (storefronts, 1-800-numbers), career resource centres that are involved in pre- and post-career choices, and through community partners who share resources.

- Access to information must be a constant across the continuum.

- A coordinated career development continuum must have an evaluation process in place which will support evolving knowledge and mandates.

4. How do you see the linkages working across the continuum?

Symposium participants identified effective communication, the sharing of services and staff, as well as collective/collaborative planning as essential elements of the formation of key career development messages. This involves using existing networks and resources. The use of consistent language and placing value on all forms of work, regardless of the sector, might help to facilitate linkages across the continuum.

5. How can you or your organization make this happen?

The symposium participants identified a number of strategies to facilitate career development including: increased participation in career resource centres, career fairs, youth internship programs and activities, working collaboratively and creating partnerships in order to share information, establishing training/career development councils, maintaining appropriate resources and developing skills inventories, supporting personal and professional development in potential/current employees and, finally, broadening the way we think about career development.

6. What are the three key messages that you want to send to other organizations involved in career development?

Although many different issues were raised in the group discussions, the re-occurring themes that emerged were: communication between and among stakeholders, exploring and addressing the determinants of career development challenges within the public school context, the need to integrate life/work/career into the curriculum, identifying future needs and, assessing the current situation with an aim to move forward.

Future Directions

Following the Nova Scotia Symposium on Career Development, a number of future directions for this initiative were identified:

1. Engage stakeholders from around the province in follow-up discussions regarding career development in Nova Scotia.

2. Complete an asset mapping of what career development programs, services, and resources are currently available across the province.

3. Create a partnered funding mechanism to support the delivery of career services.

4. Develop a delivery model for Nova Scotians who do not currently meet eligibility criteria for service.

5. Develop an implementation strategy for common standards, guidelines, and professional development.

6. Create an implementation structure for a co-ordinated career development continuum in Nova Scotia.

Conclusions

The Nova Scotia Symposium on Career Development was a successful initial step and has set the stage for future discussions and endeavors. The information gained from participants illustrates that career development is an issue of concern among federal and provincial governments, public and post-secondary education, business and labour, career development practitioners, and consumers.

Currently, a number of organizations are making a significant contribution toward career development. However, in order to attain our vision of a career development continuum as described by the participants, a coordinated effort must be made. This development would need to be grounded firmly in education and would take into account the diversity of individuals. Additionally, a coordinated continuum would allow for facilitated access to information and services.

The vision of a coordinated continuum will only be realized through effective communication and partnership between and among stakeholders. This involves working collaboratively to more effectively utilize existing resources, as well as developing, implementing and evaluating new strategies. In this vein, the needs of the business and labour must be clearly conveyed. Those involved in education and training must, in turn, be responsive to the needs of business and labour. Government must also provide appropriate funding and encouragement to ensure that all Nova Scotians are supported in career development.

The potential results of the development of a coordinated career continuum are far reaching. Most importantly, as stated in the background document, the development of a system which supports students, workers, and the unemployed, will maximize their contributions to, and participation in, labour market activities.

Appendices

Appendix I: Questions and Group Responses

Note: The responses documented below were taken directly from the small group flipchart notes

1. **What is your understanding of career development?**

Group One **Business and Labour**:

- Differs for professionals (more self directed) and trades (employer-demand-directed)
- Component of economic development especially in rural NS
- Start early – work is one component of whole person (life, work & life-long learning) – individual needs, dreams and aspirations

Group Two **Business and Labour**:

- Strategy that is non linear for all ages
- Collaborative, non hierarchical, multi-partnered approach
- Exposure to options, info
- Linking with experts
- Personal process that is non-sequential
- Job skills, attitude, behaviors
- Educational process

Group Three **Business and Labour**:

- A series of steps – unpredictable/flexible
- Short and long-term planning for attaining career and employment goals
- Making decisions on your future
- Building on strengths and interests

Group Four **Practitioners**:

- Is a journey – more than employment – is a "blueprint" of life and career
- Is an on-going process with changes
- Involves social supports and connections; holistic
- Includes all the networks (family & community)
- Is about finding "meaning" in life and work
- Is a supported learning system
- Identifies a broad range of info

Group Five **Practitioners**:

- Assessment and self assessment
- Taking the steps to fulfill personal occupational goals and tying them into the demands of the labour market
- Support with the career action plan

Group Six **Practitioners**:

- Should be holistic
- Lifelong plan/learning
- Different understanding of career development between practitioners and users
- Consideration of personal values/attributes
- Everything should be done in "plain language"
- Should be ongoing
- Needs of the individual may not be the needs of the system
- Should help acknowledge skills
- Must be flexible and open to change
- All variables involved must be considered
- Reflective of current labour/technology/climate

Group Seven **Post-Secondary**:

- Planning with students before they enter the workforce
- Getting information to people at the earliest possible moment
- Making resources and information accessible
- Develop knowledge, skills and attitudes throughout one's life
- Relationship between you as an individual in a community and being a part of the bigger picture
- Exploration of ones contributions to work and evolves over time
- Making meaning out of knowledge shifts
- Finding out who you are
- Making your life experiences meaningful
- Collective responsibility
- Influence of family, friends and networks to help make choices

Group Eight **Post-Secondary**

- Broad, comprehensive
- Must start as early as possible
- Need to deal with barriers
- Continuously changing with internal (growth) and externally (global)
- Soft skills are becoming more emphasized but technical skills are also important
- Deal with the whole individual and his/her fit within his/her choices
- More stress on transitions and transferable skills

Group Nine **Public Schools:**

- Access to Information
    - Academic
    - Mentors/work experience
    - Relevance beyond grade 12
    - Variety of options
    - Communications – broad based, incorporate info to parents
- Partnerships
    - Variety of locations/types
    - Relevance

- Shared leadership crafting the vision

- Multi stranded continuum
  - Academic
  - Emotional
  - Evolving
  - Inclusive for all
- Resources
  - Time allocation
  - Finances
  - Information

Group Ten **Public Schools:**

- Education – curriculum, parents, community influences it
- Knowing labour market information, recognizing opportunities
- Planning as early as possible is key
- Links job, education, information
- Lifelong continuum, process – not product
- Must meet needs of all students
- Organized, guided, purposeful
- Skill development and assessment, self knowledge
- Setting flexible realistic goals
- Discovering your passion

2. What contributions does your organization make toward career development?

Group One **Business and Labour**:

- Some connections exist – sector councils profiling labour market needs contribute to communities – in schools, job fairs, Prior Learning Assessment and Recognition (PLAR), industry standards, workplace education
- Recognition of shifting nature or work – responding to it
  - Demand for skills, certification, Prior Learning Assessment and Recognition (PLAR)
  - Focus on workplace – co-op, internships, mentoring, on job training, partnerships

Group Two **Business and Labour**:

- Marketing – promo materials, career fairs, presentations
- Formal links between industry and training institutions
- Indirect & direct career counseling for business/labour
- Articulation agreements
- Provide labour market info
- Scholarships/financial intent/continuing education of existing workforce
- Mentoring

- Customized training
- Career path identification for existing employees

Group Three **Business and Labour**:

- Marketing/awareness/planning
- We provide education and training to our employees
- We support co-op programs
- We provide labour market awareness program
- We support employees in career making decisions

Group Four **Practitioners**:

- Contributions from Government, private agencies, public sector and education/training groups
- Services for:
    - targeted clients (Employment Insurance, Department of Community Services);
    - Priority groups: Youth, Persons with Disabilities; African Nova Scotians, women, older workers, aboriginals
    - Non-attached such as general public (students)
- Types of Services: referral; assessments; personal development; job search skills; upgrading

Group Five **Practitioners**:

- Client assessment and action plans
- Counseling, upgrading, Prior Learning Assessment and Recognition (PLAR), Training opportunities
- Social workers, educators, resources
- Funding support to individuals and partners
- Labour market information, newsletters
- Client marketing, testing workshops
- Labour exchange for employers
- Partnering, career fairs
- Support (physical and emotional)
- Service for specific groups (Persons with Disabilities, African Nova Scotians, Youth)
- Co-location (one-stop)
- Programs to engage youth serving agencies

Group Six **Practitioners**:

- Prior learning and recognition
- Referral services (appropriate)
- Discuss/explore goals
- Workshops/various content
- Professional development for practitioners
- Review services offered and identify duplication
- Support older workers

- Network with employers
- Workshops specific to those with disabilities
- Inform/educate employers
- Workshops specific to those with disabilities
- Inform/educate employers
- Wage subsidies (resume building/enhancing)
- Provide funding to enable programs to exist
- Coordination: sector councils/industry
- Promote career Development in the School system (Primarily grade 12 but as early as grade 5)
- Provide supports which remove barriers

Group Seven **Post-Secondary**

- NSCC:
    - Accountability and opportunity for learning
    - Leadership through accreditation
    - Transitions from trades to higher ed to work
    - Active recruitment of students from diverse backgrounds
    - Adding value to students career path
    - Use of Prior Learning Assessment and Recognition, Portfolio, Nova Scotia School of Adult Learning, Apprenticeship
- School of Nursing:
    - Divergent student population
    - Active recruitment, educating the community
- MSVU
    - First year seminars for students for making transition from high school to university
    - Retention of students
    - Co-op experience
- Department of Education
    - Certification of teachers
    - Professional Development for teachers

Group Eight **Post-Secondary**

- Provider directs linkages between employers and potential employees (work terms/work placements/co-op/ program shadowing)
- Provide linkages to schools and provide info sessions and developmental opportunities
- Provide primary research into trends and future changes/opportunities
- Portfolio development is an excellent career tool
- Provide recognition and value of previous learning

Group Nine **Public Schools**:

- Academic specific subjects – general curriculum that leads to good citizens
- Programming focus
    - Students with learning challenge

    - Board specific
    - Support our understanding of the need for options for learners
- Initiatives re: African Nova Scotians and Mi'kmaq exist with external partners
- Board has committed resources such as personnel
- Development of documents that attempt to articulate a vision of mechanism via some provincial documents

Group Ten **Public Schools**:

- FLEC's Learning Centres, NSSAL
- Workplace Experiences – Career Days, Career Weeks, Job Shadowing, Entrepreneurship, cooperative courses
- Teen wellness centres, comprehensive guidance program
- Curriculum- variety of courses that address career (Personal Development and Relationships/Career And Life Management, portfolios, broad curriculum, good info from Guidance Counsellors , mentoring, focus on transitions, IPP process focus on career development, more understanding of the brain
- We communicate clearly that change is constant- be flexible
- Give all children a fairly broad set of experiences
- Give positive guidance/support through encouragement, communication, affective domain, motivation
- Unions/boards allowing more opportunities for teachers to change

3. **Describe your vision of a coordinated career development continuum**

Group One **Business and Labour**:

- Umbrella of resources – essential links to bring all information together, which comprehensive communication plans, tools linked, support of articulated expectations
- Right person, right job, right time, right reason, right skills
    - Attitudes
    - Barriers
    - Tools
    - Places
- All levels work together – tax incentives for both employers & employees with mechanisms for lifelong learning to support the talk

Group Two **Business and Labour**:

- Information and access are constants across continuum, but communities need flexibility
- Awareness of
  *Economic needs
  *Info available on careers and choices
  *Resources (central portal for info.

Individual
*Teach people personal responsibility and skills to make choice

Infrastructure
*Programs
*Money
*Linkages

website, printed material, program experts)

Group Three **Business and Labour**:

- Integrated stakeholder effort to develop, maintain and distribute high quality career development info and resources
- Flexibility
- Storefront information or career/educational awareness

Group Four **Practitioners**:

- Is a fully co-operative, collaborative and inclusive network which provides advocacy communication and education to continuously improve existing services and explore new processes to effectively and efficiently deliver career development services to all (consumer, business & labour, practitioners and educators)

Group Five **Practitioners**:

- Guiding principles for continuum – diversity & holistic
- Complete and current inventory of programs and services
- Cross-referral process – shared framework, documents, client info
- Standardization of outcomes (i.e. self-assessment)
- Career development in the public school
    - More supports for higher needs kids
    - Include parents in career development
    - Youth driven career resource centres in schools
    - Start at junior high linking to community service
    - Develop competencies and skills at a younger age
    - Make sure special needs of communities such as African Nova Scotians are reflected
- Advertise programs and services to general public
- Guide through programs and services for self referral
- Share resources/networking
- Competencies for career practitioners and assessment tools for these competencies
- More accessibility – shared framework for funding
- Revisit funding
- Relationship with business and labour

Group Six **Practitioners**:

- Visible and accessible
- One entry point access
- Community partners should share their resources
- Must be sustainable
- Information presented in a timely manner
- Person centered approach to service delivery

- "Accessibility" must really and truly be understood
- Prepare and regularly update a directly of services
- People need to know where to go for services
- Services need to be marketed
- Buy in from private industry
- Broad exposure to opportunities such as mentorship/internships/barrier-free workplaces
- Capitalize on life experience of older people in community
- Encourage youth to work/volunteer
- Career days
- Ombudsman/navigator to help access services
- Appropriate additional supports
- Access to all supports

Group Seven **Post-Secondary**

- Same language same definitions
- Engaging parents in the process
- Connecting needs of university course requirements to high school courses
- Getting good, current information to children at an early age
- Getting good, current information to children at an early age
- People's roles are pre and post career choices
- Collective responsibility
- Barrier free dialogue and sharing of resources
- Educating people other than the elite
- Marginalized people more in mainstream
- Career development has a high value in Nova Scotia
- Meaningful rules and regulations
- Health competition to recruit students within institutions
- Glossary, road map of services and opportunities available
- More involvement with business and labour
- Laddering (through discussion and communication)

Group Eight **Post-Secondary**

- Years One to Five
    - Appropriate/relevant daycare
    - Family literacy programs
    - Removing barriers and inequities (ex., hunger, cold, proper housing)
    - Recognize the rights of children
- Elementary
    - Institute comprehensive guidance in all schools (missing in grades 1-5)
    - Accountability
    - Greater orientation for parent
    - A way to attach all parents
- Junior/Senior High
    - Need standards of practice
    - Comprehensive guidance

    - Available in all boards at all levels
    - More opportunities for coop programs and mentorship programs
- General Public
    - Immigrants- need clarification re: credentials
    - 1-800 for career development
    - free Career and Transition Services for anyone who needs it
    - Info Kiosks in access centres
    - Advertising campaigns to reach people who are not connected through Human Resources Development Canada or Department of Community Services
    - More opportunities for job coaching
    - Remove barriers
    - Less competition between and among providers
    - Need focus on Prior Learning Assessment and Recognition agreements

Group Nine **Public Schools**:

- A coordinated career development continuum is comprehensive. Developed out of partnerships which articulate clear goals and effectively include learner voices and provide ways for informed input. It is a continuous process which validates the broad range of influences on career development (social, academic, emotional). The career development continuum has a built in evaluation process which will support evolving knowledge and mandates.

Group Ten **Public Schools**:

- More community in the schools – more coordinated effort
- Full 100%, non-teaching guidance counselors from P-12 who are fully qualified
- Full implementation of comprehensive guidance program
- Attend to the individual needs of all students – not just a select few
- More opportunity to be exposed to a variety of occupations
- More opportunity for skill development for students
- Support and information skill building for parents, at all school levels (especially in area of career development)
- More choices for students in course selection- to allow them to experience a variety of things
- Helping students set realistic and flexible goals for themselves
- Make the marriage between curriculum and societal expectations more realistic and relevant
- Don't force children down a specialization area too soon so a variety of courses

4. **How do you see the linkages working across the continuum?**

Group One **Business and Labour**:

- Identify critical pieces of continuum and understanding the audience, get key messages out with supports and systems
- Early links between supply and demand – What will business and industry need in 5-10-15 years?
- Value all forms of work – credit programs

Group Two **Business and Labour**:

- Uncomfortable with term 'continuum,' rather refer to 'coordinated approach to career development'
- Streamline and build upon existing committees, task teams and workshops
- Move info on the infrastructure that exists
    - Organizations' responsibility
    - Central place for the information
- Lack of communication is a barrier – need visibility of partners/players
- Development, circulate a guide with descriptive information and contact info for organizations – one that is low maintenance

Group Three **Business and Labour**:

- Partnership i.e. youth apprenticeship
- Business and labour to take a more active role in making the linkage
- Continue high school credits with community college trade program for a high school diploma

Group Four **Practitioners**:

- A form of a directory that is maintained and continued with the support of a mandated group to do it without reinventing the wheel
- Having a connected and integrated policy
- Having a formal action body/group must be inclusive and covering all stake holders
- Communication sharing is essential
- Use existing networks and resources
- Leadership is required
- The function of a body must have access to info, communication from body and information to the body

Group Five **Practitioners**: Networking with people/organizations within the same region

- Break down communication barriers throughout continuum
- Finding alternative services (for clients who fall through cracks)
    - Look at the way funding is allocated to encourage cooperation and collaboration (FOCUS GROUP)
    - Sharing services and staff
- Flow chart (from Junior High) of ideal career development path for Nova Scotians (and where linkages happen)

- Road Map

Group Six **Practitioners**:

- Sometimes formalized connections, bureaucracy result in things being "lost"
- Build on what already exists and is working
- Build on the whole person
- Gateways are essential and vary depending on where the person in their life
- Linkages will remain in action occurs
- Maintain internal and external linkages
- Ensure advocacy is part of continuum

Group Seven **Post-Secondary**

- Improve communication and understanding between organizations involved
- More user driven methodology
- Strong regional leadership feeding into provincial leadership
- Maximizing our assets
- Develop key messages
- Consumer driven/consumer balanced

Group Eight **Post-Secondary**

- Make funding fit the needs of the individuals
- Identify the partners and pathways
- Ensure multiple ways for people to get in/out of continuum
- Need to establish a culture of cooperation
- Develop a referral system among and between all providers
- Ombudsperson to advocate for the unattached and the under employed
- Deal with gaps in professional organizations
- Reduce the paperwork
- Provide better and more resources to teacher

Group Nine **Public Schools**:

- Linkages would work across the continuum by
    - Establishing protocols
        - Federal/Provincial Partnerships
        - Labour market
    - Having effective internal/external communication plans
    - Developing consistent standards: collaborations and sharing can happen through review of mandated legislation
    - Committing to the development of core funding
    - Having the capacity to navigate through the 'continuum' with ease

Group Ten **Public Schools**:

- Open, collaborative, clear communication
- Use consistent language around career development
- Avoid duplication – cooperation instead of competition
- Collective, collaborative planning

- Create a central agency/committee/body that co-ordinates career development throughout the province
- This central body creates a 'central clearinghouse website' with human contact via a 1-800 number. All parents, industry, businesses, schools, educators, practitioners use it and out information on it. Must be sustainable. Everyone could go online/call and get advice on 'where to start.' Then, they would know how to access help/information
- Everyone would promote this clearinghouse

5. **How can you or your organization make this happen?**

Group One **Business and Labour**:

- Integrated vision "common platform" bring all the info that's out there together (easier said than done – info systems don't 'connect')
    - Common language and understanding of value
    - Accurate info database
- Be active not passive in promotion of info, plans, etc
- Take responsibility to talk about this – model desired behavior

Group Two **Business and Labour**:

- Sector councils – youth internship programs
- Continue skills competitions
- Assist promotion of business in Career Resource Centre
- Find innovative ways to help out of school clients (community organizations, etc)
- From strategic alliances to address issues (i.e. training institutions)
- Invite teachers to go out into industry and experience other work (Application of Working and Learning program)
- Participate in Career Resource Centre fairs and activities

Group Three **Business and Labour**:

- Business – industry and labour and education must work together
- Establish training/career development councils
- Unions/business/stakeholders must help in training by providing money equipment or material for learning
- Long term effort leading to actions and outcomes
- Business and labour are ready to provide feedback

Group Four **Practitioners**:

- Sharing resources i.e. networks, Information Technology, existing partnerships, staff expertise
- Provide advocacy and financial support
- Consumer input and feedback
- Commitment (i.e., In a business plan)

Group Five **Practitioners**:

- Making services and programs available to other clients (i.e. share French services)
- Keeping contact with referring agencies (working in the same location)
- Proactive look at duplication of programs and services
- Email new info to other practitioners
- Local offices have regular meetings with deliveries and other agencies (partners meetings)
- Visiting/hosting activities (personal development)
- Programs and processes to access younger populations
- Mapping: identifying categories where programs/services fit (contact)
- Contact with other services providers

Group Six **Practitioners**:

- Share data information which exists
- Develop a culture of commitment to the continuum
- Resource appropriately
- Avoid duplication and partner
- Develop Skills Inventories
- Pursue partnerships which will actually produce
- Commitment within organizations
- Ask for what is needed

Group Seven **Post-Secondary**:

- Maximize information technology infrastructure to increase communication; linking up on each others web site
- Supporting teachers growth and professional development
- Revamp Career Days to be more relevant to students, particulars for the unmotivated student
- Being sensitive to each student's learning style and present information on their term
- Relinquish some of the monopolies and be willing to reach out and join boundaries
- Fill the grey spaces between the organizations and fill the void
- Ensure that we do not reinvent the wheel

Group Eight **Post-Secondary**:

- Create more opportunities for credit courses at university
- Develop standards of practice to make sure individuals in organizations are getting the development they need
- Foster discussions between and among all post secondary intuitions
- Improve articulation processes and strengthen capacity for Prior Learning Assessment and Recognition
- Create a form for discussion re: student mobility
- Create an Atlantic Provinces articulation document

Group Nine **Public Schools**:

- Undertake an internal system assessment
- Look at current models of protocol sharing
- Review current project model delivery
    - Examine role of collective delivery
    - Accept the continuum as being fundamental to the education system
- Change our ways of thinking about career development

Group Ten **Public Schools**:

- Promote the central clearinghouse
- Update the clearinghouse regularly
- Make sure citizens are aware of clearinghouse
- Constructive dialogue with business, labour, and post secondary
- Give it value in the curriculum,

6. **What are the three key messages that you want to send to other organizations involved in career development?**

Group One **Business and Labour**:

- Partnerships of all here today – be actively involved (Be the change we want to see)
- We've known problems for years and not addressed them – the cost of career development mistakes is high and must be addressed
- Make a business case – long term, not one year budget line – make the right decisions for right reasons

Group Two **Business and Labour**:

- Others need to work with industry to determine course curricula and industry skill demands and needs (joint planning)
- Careers, skilled trades and technology are valued, important and well paid careers
- We all need to communicate better – not work in isolation – We need to revitalize our understanding of the definition to include flexibility and responsiveness

Group Three **Business and Labour**:

- Cooperation
- Collaboration
- Communication
- Continuity in career
- Cash for training
- Flexible

Group Four **Practitioners**:

- Be aware of, and open to, change

- Co-operation, co-ordination and integration of all stakeholders is critical
- Provide the appropriate resources; implementation and long-term commitment are essential for success

Group Five **Practitioners**:

- Address determinants of career development challenges within the public school context
    - Providing tools, resources, knowledge
- Share resources in a coordinated approach
- Communication is key
- Let's all work together to establish and follow the Guiding Principles of Career Development

Group Six **Practitioners**:

- Business
    - What do they want and what are they prepared to bring to the table?
    - Identify future needs
- Public School
    - Integrate life/work/career into the curriculum early
- Post Secondary
    - Incorporate real work experience
    - Co-ops
    - Learning that is reflective of the "real world"

Group Seven **Post-Secondary**:

- Professional standards are required for everyone working in career development
- Find out exactly what consumers want and whether we are meeting their needs
- Ensure there is a political will to bring about the momentum experienced today
- Build bridges

Group Eight **Post-Secondary**:

- Industry/business/labour must provide relevant, genuine experience for students (co-op programs, work shadowing, etc) and they must provide more resources to training institutions (i.e. take ownership of skills development)
- Post secondary degrees, diplomas and certificates need to be seen as relevant to career development
- Comprehensive guidance needs to be instituted at all levels of the school system

Group Nine **Public Schools:**

- There needs to be a conscious, deliberate approach to ensuring the "Real Voice" is heard for: youth, parents, learners, students, clients
- A truly collaborative dialogue regarding responsibility, delivery and evaluation
- Organizations take it upon themselves to be aware of what is going on in today's schools and classrooms

Group Ten **Public Schools:**

- The P-12 public school system is designed to provide a broad, well-rounded education that focuses on teaching knowledge, values, and lifelong skills that people can use in any occupation (i.e. problem solving, literacy, numeracy, etc.)
- Let's talk, collaborate and share about Career Development and what we all can do
- Focus on sustainable initiatives

Appendix II: Registration

	Last Name	First Name	Organization
1	Anderson	Lisa	Nova Scotia Fisheries Sector Council
2	Anderson	Rick	Department of Health
3	Armstrong	Vera	Human Resource Development Canada
4	Arseneau	Catherine	Health Care Human Resource Sector Council
5	Barteaux	Frank	Nova Scotia School Boards Association
6	Battist	Gerald	Nova Scotia Trucking Human Resource Sector Council
7	Beals	Archy	Nova Scotia Community College
8	Beaton	Jack	Strait District School Board
9	Boston	Holly	Nova Scotia Association of Regional Development Authorities
10	Boudreau	Allan	Halifax Regional School Board
11	Bower	Lorri	Nova Scotia Department of Justice
12	Brown	Kathy	Halifax Regional Municipality
13	Bruhier	Margaret Ann	Women's Employment Outreach
14	Burgess	Cheryl	Nova Scotia Public Service Commission – Human Resource Innovation & Growth
15	Bussey	Michelle	Skills Canada Nova Scotia
16	Cameron	Linda	Consumer
17	Carter	Darlene	National Defence
18	Casey	Cathy	Job Junction
19	Chisholm	Ben	U.A. Local 244
20	Conrad	Graham	Automotive Human Resources Sector Council
21	Conrad	Jeffrey	Human Resources Development Canada
22	Conway	Jessie	Nova Scotia School of Adult Learning
23	Corbin	Barry	Annapolis Valley School Board
24	Crawley	Iona	Dalhousie School of Nursing
25	Crouse	Brian	Nova Scotia Agricultural College, Career Services
26	Davies	Hal	Aerospace & Defense Industries Association
27	Davison	Coleen	Chignecto Central Regional School Board
28	Davison	Marjorie	Department of Education
29	De Schiffart	Clarence	Nova Scotia Community College
30	Demers	Daniel	Student Services Branch, Department of Education
31	d'Entremont	Carmelle	Department of Education, Adult Education
32	d'Entremont-Gray	Marie-Louise	Nova Scotia Community College, Burridge Campus
33	Dickie	John	Department of Energy
34	Dorrington-Price	Helen	Nova Scotia Community College, Truro Campus
35	Douglas	Jeanne	Human Resources Development Canada
36	Drapeau	Sue	Nova Scotia Community College, Organizational Development
37	Eagle	Robert	Dalhousie University, Faculty of Engineering
38	Edmonds	Ray	Consumer
39	Edwards	Laurie	Nova Scotia Community College
40	Fillion	Jamie	Nova Scotia Community College
41	Fisher	Mary Ann	Nova Scotia Community College, Career & Transition Services

42	Foran	Lori	Nova Scotia Community College, Coordinator, Student Life
43	Francis	Teresa	Prior Learning Assessment Centre
44	Frazier	Karen	Digby Area Literacy Association
45	Frigault	Christine	Mount Saint Vincent University
46	Gallant	Shelley	St. Leonard's Society of Nova Scotia
47	Gibson	Frank	Dartmouth Work Activity Society
48	Gilbert	Rick	Youth Services Division
49	Googoo	Dodd	Nova Scotia Community College
50	Grady	Fran	Human Resources Development Canada
51	Hill	Fran	Hill Consulting
52	Hudson	Margo	Opportunity Place
53	Hum	Melissa	Phoenix House
54	Hung	Jeanette	Counseling Services, Dalhousie University
55	Ivany	Ray	Nova Scotia Community College
56	Ives	Nancy	Atlantic Canada Opportunities Association
57	Jackson	Nevin	Chignecto Central Regional School Board
58	James	Ian	Human Resources Development Canada
59	Jewers	Randy	Human Resources Development Canada
60	Kakembo	Patrick	Department of Education, African Canadian Services
61	Kavanagh	John	Atlantic Canada Opportunities Association
62	Keddy	Ann	Private Colleges Association
63	Kemp	Norm	National Defence
64	Kenny	Mary	Association Industry Sector Councils / Atlantic Home Building and Renovation Sector Council
65	King	Jeane	Human Resources Development Canada
66	Knapp	Glen	Citizenship & Immigration - Atlantic Region
67	Langlois	Marc	HeartWood
68	Lively	Cathy	Metro Council on Continuing Education
69	Lord	Stella	Nova Scotia Advisory Council on the Status of Women
70	Lynas	Margaret	Nova Scotia Construction Sector Council
71	MacDonald	Cindy	Eastern Skill Development Partnership Committee-Canada/Nova Scotia Skills & Learning Framework
72	MacDonald	Jane	St. Francis Xavier University
73	MacDonald	Joe	St. Francis Xavier School of Education
74	MacDonald	Stephen	Canadian Manufacturers & Exporters
75	MacEachern	Mary Ellen	Saint Mary's University
76	MacGillivray	Scott	Nova Scotia Community College
77	MacKay	Paula	Acadia Centre for Small Business (ACSBE)
78	MacKay	Robert	Nova Scotia Economic Development
79	MacLean	Gerrard	Seasoned Employees Education Development Career Centre
80	MacLeod	Tyler	Student, Saint Mary's University
81	MacNeil	Kevin	Cape Breton Regional School Board
82	McDonagh Hughes	Lynn	Manager, Career Development, Tourism Industry Association of Nova Scotia
83	McKenzie	Sandra	Department of Education
84	McKinnon	Tom	DC#39 Painters & Allied Trades

85	Meaney	Catherine	Department of Community Services – Canada/Nova Scotia Skills & Learning Framework
86	Medjuck	Shulamith	Department of Community Services
87	Miller	Celia	Digby Area Learning Association (Career Resource Centre)
88	Miller	Connie	Private Colleges Association
89	Moore	Janet	Department of Community Services
90	Muise	Marcel	Centre de carrieres
91	Murphy	Sean	Halifax Regional School Board
92	Oakley	Marlene	Seasoned Employees Education Development Career Centre
93	Oke	Barbara	Department of Health
94	O'Neil	Andrea	Student
95	Patterson	Elizabeth	Human Resources Development Canada
96	Paul	John Jerome	Mi'kmaw Kina'matnewey
97	Pitts	Simon	Carpenters Union
98	Power	Sandra	Human Resources Development Canada
99	Provo	Dwayne	Black Educators Association of Nova Scotia
100	Rann	Susan	CareerworksNova
101	Rayner	Tammy	Canada/Nova Scotia Skills & Learning Framework Coordinator - Northern Region
102	Reid	Pamela	Nova Scotia Community College, Dean, Health & Human Services
103	Reinhardt	Carole Lee	Nova Scotia Economic Development
104	Rhynold	Patricia	Guysborough County Older Workers Project
105	Rokosh	Jeanne	The Work Bridge
106	Rutledge	Earl	Nova Scotia Teachers Union
107	Ryan	Carey	Petroleum Research Atlantic Canada
108	Sable	David	Information Technology Human Resources Council
109	Samson	Darrell	Conseil scolaire acadien provincial
110	Sharpe	Jim	Saint Mary's University, Continuing Education
111	Simmons	Kathleen	Prior Learning Assessment Centre
112	Skeete	Rebekah	YMCA Entreprise Centre
113	Smith-Collins	Lorraine	Department of Education, Mi'kmaq Services Division
114	Smyth	Dick	Canadian Manufacturers & Exporters
115	Spicer	Donna	Seasoned Employees Education Development Career Centre
116	Stevens	Brian	Sheet Metal Workers & Roofers Local 409
117	Stewart	Bill	Citizenship & Immigration - Atlantic Region
118	Sumarah	John	Acadia University
119	Swinamer	Tim	International Brotherhood of Electrical Workers, Local 625
120	Taber	Nancy	Career Circuit
121	Thomas	Tracey	Black Business Initiative
122	Townsend	Mike	Department of Community Services
123	Vaslet	Stephen	Provincial Apprenticeship Board
124	Villen	Florent	Private Colleges Association
125	Wentzel	Linda	Nova Scotia Federation of Labour

126	Westhauer	Bev	CompuCollege
127	Wichman	Leighann	Lesbian, Gay & Bisexual Youth Project
128	Williams	Tracey	Department of Community Services
129	Willigar	Bernadette	MacTara Limited
130	Wilson	Denise	Consumer, Nova Scotia Community College Pictou Campus
131	Woodard	Wayne	Nova Scotia Community College
132	Woodbury	Brett	Department of Education
133	Wright	Annette	Nova Scotia Dept of Health
134	Yeo	Helena	Atlantic Provinces Special Education Authority

Appendix III: Biographies

Blye W. Frank, Ph.D.

Blye Frank is a Professor and Director of Faculty Development in the Division of Medical Education, in the Faculty of Medicine at Dalhousie University in Halifax, Nova Scotia Canada. Prior to this, Dr. Frank held a position as Professor and Associate Chair of Graduate Studies in Education at Mount Saint Vincent University in Halifax.

Anna MacLeod, Ph.D. (Candidate)

Anna MacLeod is a Ph.D. Candidate at the Centre for studies in Literacy, Policy and Learning Cultures at the University of South Australia in Adelaide, Australia. Additionally, she is a Research Assistant in the Division of Medical Education in the Faculty of Medicine at Dalhousie University in Halifax, NS.

Sk!lls
NOVA SCOTIA

Nova Scotia Symposium on Career Development

Background Paper

September 22, 2003

NOVA SCOTIA

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Introduction

The world of work has gone through a radical transformation over the past two decades. Globalization, technology, and credentialing have drastically altered the nature of work. The levels of literacy, education, and training required for the workplace are increasing and the pace of change is accelerating with every innovation. The net result for workers is that they must engage in a continuous process of knowledge and skills enhancement in order to stay current. Nova Scotians, along with the rest of Canadians, need to develop the knowledge, skills, attitudes, and behaviours that help them adapt and respond to the changing labour market.

More than ever before, access to career development and employment counselling is integral to the ability of Nova Scotians to adapt and thrive in the new working environment. People of all ages need access to current information to help them answer the questions like those outlined by the National Centre for Life/Work Designs nationally endorsed framework *Blueprint for Life/Work Designs*:

- What skills should I have when I enter the job market?
- How can I prepare for my next work as I do my current work?
- What do I need to know to stay employable when new jobs are created?
- How can I become more self-directed in managing my career?

In Nova Scotia, a wide-range of organizations are involved in career development programs and services to assist various client groups. Public schools, universities, and community colleges provide education and career guidance counselling to their students. Career Resource Centres, Employment Support Services–Department of Community Services, Career and Transition Services–Nova Scotia Community College (NSCC), and private organizations offer a variety of career planning programs and services to their clients. Many others such as Work Activity Centres, community-based learning organizations, business and labour organizations, and business development centres engage clients as they make career and employment planning decisions. Although, good work is being done, the programs and services vary greatly. Many Nova Scotians are not able to access career development information or programs and services that can help them chart a course for their futures.

It has become evident in this environment of rapid change that we need to ensure the delivery of services and resources that are coordinated, consistent, and accessible. Such a system will help workers, students, and the unemployed gain access to the career development, education, and employment information and guidance that they need throughout the course of their lives.

The Nova Scotia Symposium on Career Development is the first step in the development of a co-ordinated continuum of services for Nova Scotians. Stakeholders from the federal and provincial governments, the public school system, post-secondary education and training providers, business and labour, career development practitioners, and consumers

have been invited to begin the dialogue that will lead to the development of a plan for career development in Nova Scotia.

Imagining the Future

In recent months, a number of different activities have converged to point to the need for a partnership approach to generate a shared vision for career development in Nova Scotia.

- Consultations leading to the development of the Skills Nova Scotia Framework indicated that all Nova Scotians need access to high quality career development information and resources to be successful in a complex and ever-changing job market.

- In Nova Scotia, the federal and provincial governments have identified Employability, Career Development, and Employment Counselling as a common priority under the Canada – Nova Scotia Skills and Learning Framework.

- Across the province and the country, business, industry and labour are looking for ways to get information to students on career opportunities across a wide spectrum of occupations.

- In Nova Scotia, there has been a growth of community-based organizations that are requesting training and certification in career development. NSCC as well as the Nova Scotia Career Development Association has attempted to provide short-term training opportunities and professional development to meet this need.

- At the national level, the career development community has been working with Human Resources Development Canada (HRDC) develop the *Canadian Standards and Guidelines Framework for Career Practitioners*. This work supports the need for quality assurance through training and professional development; a process for prior learning assessment and recognition to recognize the diverse skill sets of career practitioners; and a common language for career development activities. It is hoped that the framework will become the nationally recognized and provincially approved source for career practitioner competencies.

- Another national activity underway is the Pan-Canadian Symposium on Career Development, Lifelong Learning and Workforce Development. This symposium, scheduled for November 17-18, 2003 in Toronto, will bring together stakeholders to share viewpoints, expectations, and actions concerning research, policy, and practices that affect Canadians as they plan for their future and manage their many career transitions.

- As new workers enter the labour market, we need to design programs, resources, and services to this generation of worker.

In response to these and other related activities, the need for a symposium on career development emerged. The Nova Scotia Symposium on Career Development has been planned by a steering committee made up of representatives from the provincial and federal governments, public school system, post-secondary education and training providers, business and labour, and career development practitioners.

The symposium will provide an opportunity for the stakeholders to identify the challenges and opportunities related to the development of a co-ordinated continuum of career development services for Nova Scotians.

Premises Underlying the Symposium

The premises underlying the Nova Scotia Symposium on Career Development reflect those developed for the Pan-Canadian Symposium on Career Development, Lifelong Learning, and Workforce Development.

- A highly trained, skilled, and adaptable workforce is one of the keys to sustainable growth, productivity, and a high standard of living.

- Today's workers need to engage in a continuous process of learning and work transactions to participate effectively in this more highly trained, skilled, and adaptable workforce.

- Nova Scotia and the rest of Canada is facing skills and learning challenges in its existing and emerging workforce.

- Career development services provide individuals with the knowledge, skills, attitudes, and behaviours they need to effectively research, plan, and manage their learning, training, and work choices and transitions over their life spans.

- Career development services are underused in meeting skills and learning challenges and human resource planning goals.

- Nova Scotia has never had any formal opportunity to bring together policy developers, career development leaders, employers and labour to discuss the contributions of career development to meeting the skills and learning challenges, increasing the participation in lifelong learning and supporting a highly trained, skilled, and adaptable workforce.

- Career development can be strengthened by improving the linkages between programs and services.

Goals of the Symposium

- To inform the creation of a co-ordinated continuum of career development programs and services that will support good career choices by students, workers, and the unemployed to maximize their labour market participation, productivity, and contributions.

- To prepare Nova Scotia's position and team to participate in the National Symposium on Career Development, Lifelong Learning and Workforce Development and the Canada-OECD Career Development Symposium.

Objectives of the Symposium

The key objectives for the day include discussions on the following topics:

- defining the scope of career development in Nova Scotia

- discussing the strengths and challenges of career development in Nova Scotia

- identifying possible ways of co-ordinating career development programs and services to ensure better services for Nova Scotians

- working together to build a continuum of career development in Nova Scotia

Next Steps

There are a number of next steps that will be undertaken after the symposium. A report summarizing the dialogue and recommendations will be created and made available on-line
at www.khgmanagement.ca/cds.htm and through the Skills Nova Scotia web site (http://skillsnovascotia.ednet.ns.ca/index.shtml).